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ABSTRACT

As part of an annual Cerritos College follow-up of non-returning vocational students, this report for 1976-77 determined the employment success of these students, collected information on how useful the coursework was to skills and knowledge required for their jobs, and solicited comments on coursework areas that needed improvement. A sample of 947 was selected of 2,465 former students classified as program completers and questionnaires were mailed; 374 responded. The study methodology involved the Student Accountability Model (SAM) which assigns students to specific vocational majors according to type and level of courses enrolled in and completed. Findings indicated nearly 75% of respondents were employed full-time, 12% part-time, and 3.2% were seeking employment. Approximately 76% of the full- and 50% of the part-time employed had jobs closely related to their vocational coursework; this relationship was stronger for female than male respondents. Twenty-seven percent of participants were attending other colleges, about twice as many males as females. Almost 75% of those not in school planned to continue eventually, and 69% indicated they would return to Cerritos. The study also compared findings with results from two previous SAM follow-ups; the comparison indicated more respondents were full-time employed and working in jobs related to their coursework than in past years. Selected student comments are included. (Author/TR)

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# CERRITOS COLLEGE

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## A SURVEY OF NON-RETURNING VOCATIONAL STUDENTS: SAM FOLLOW-UP 1976 - 1977

OFFICE OF INSTITUTIONAL RESEARCH

JUNE 1978

JC 780 338

# A SURVEY OF NON-RETURNING VOCATIONAL STUDENTS: SAM FOLLOW-UP 1976 - 1977

Office of Institutional Research

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June 1978

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## ABSTRACT

A sample of 947 former Cerritos College students identified as vocational program completors were mailed questionnaires. The number of returns was 374, which is a response rate of 45%, correcting for undeliverable questionnaires. The goals of the follow-up study were to (1) determine the employment success of these former vocational students; (2) collect information on how useful the coursework was to skills and knowledge required on the job; and (3) comments were solicited on coursework areas that needed improvement. The report also includes a comparison of the findings of the two previous SAM follow-ups with the current one. Selected student comments are also presented. The findings included:

- Nearly 75% of the respondents were employed full-time, 12% part-time, and 3.2% were seeking employment.
- Of those employed full-time, 76.3% indicated their job was closely related to their completed vocational coursework. This relationship was stronger for female respondents (85%) than male (67%).
- Approximately one-half of the respondents employed part-time were working in a job closely related to their vocational coursework. This was more true for females (69%) than males (19%).
- Some 27% of the respondents were attending another college, with about twice the percentage of males (37%) as compared to females (20%).
- About three-fourths of those not attending stated they planned to continue their college education; 69% of them indicated they would return to Cerritos College.
- Compared to previous years' studies, more respondents are employed full-time and more are working in jobs closely related to their vocational coursework.

## INTRODUCTION

This report is a summary of the Cerritos College annual follow-up of non-returning vocational students for the year 1976 - 1977. The goal of the follow-up is to determine the employment success of former students and determine how well transfer students feel they were prepared for their continuing education. It is hoped that feedback from these former students will help identify the strengths and weaknesses of the many vocational programs at Cerritos College. Finally, the data gathered in the follow-up are in compliance with the requirements of the Vocational Education Act, amended 1968 and 1976.

The methodology used in this study is based on the Student Accountability Model (SAM) developed by a consortium of California Community Colleges and the California Community Colleges Chancellor's Office. The SAM methodology assigns a student to a specific vocational major according to the type and level of advancement of the courses in which the student enrolls and completes. Non-vocational majors are identified under a single general heading, but they are not assigned to a specific major within the non-vocational category. After the census week for the fall semester, a determination is made of the students that had been enrolled at sometime during the previous college year but are not currently enrolled. These non-returning vocational students are the subjects of interest in this report.

## BACKGROUND

The initial SAM follow-up was conducted in Fall 1975 for the college year 1974 - 1975. Non-returning students were determined by comparing the Fall 1975 enrollment to the Spring 1975 enrollment. A total of 4929 non-returning vocational students were identified. The entire population was mailed a one page questionnaire and cover letter. No reminder notices were sent, and the final response rate was 11.7% (577 questionnaires returned).

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In the fall of 1976, a total of 6838 non-returning vocational students were identified in the fall to spring comparison. A sample was selected according to the following constraints; all persons receiving A.A. degrees or Certificates were included, one-half of all persons classified as Achievers were included, one-fifth of all Completors, and one-tenth of Partial Completors and Non-completors were selected.[1] The result was a sample of 2852 former students from vocational majors. The sample was sent a one piece questionnaire that formed its own envelope; it was refolded by the respondent for return mailing. A second questionnaire with a reminder plea was mailed about four weeks after the first mailing. The total response rate, based on delivered questionnaires, was 22% (542 returned). However, the response rates were not uniform across achievement levels. The highest response rate was from A.A. degree and Certificate receivers (36%), while the lowest response rate was from Non-completors (9%).

It appears that the combination of changes in the questionnaire format and the second mailing were primarily responsible for the nearly 11% increase in responses from the first SAM follow-up to the second. However, the response rates were too small to allow generalization of the findings. A higher response rate will be required before the SAM follow-up can be used in program modification. One of the primary goals for the current follow-up was to increase the response rate.

## METHODOLOGY

The questionnaire was redesigned compared to previous years' formats. A flow chart layout was adopted where respondents followed arrows leading to various question boxes. The questionnaire is included in Appendix A, along with its

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[1]See the SAM Operations Manual, California Community College Chancellor's Office, 1977, for details on these accomplishment levels.

accompanying cover letter. All materials were mailed by first class postage so that they would be forwarded, when possible.

One of the objectives of the questionnaire redesign was to elicit specific information about the former students' vocational majors instead of more global data about Cerritos College. For example, the respondents were instructed to answer all questions in relation to their specified vocational coursework area. Another attempt to get specific data for possible program change, was to ask those that are employed in a job closely related to their vocational coursework to describe any topics or equipment that should have been better covered in class. (See page 2 of the questionnaire.)

## SAMPLE SELECTION

In contrast to previous years' follow-up samples, the sample for the current project was chosen to include only those non-returning students classified as program completors. This included A.A. degree and Certificate receivers (Class 1, 2, and 3) and Achievers Class 1. A total of 2485 former students were identified as program completors. Not included in the study were 2645 non-returning students in the "marketable job skills" category. From the 2485 program completors, a sample of 947 was selected for follow-up. The sample included all A.A. degree and Certificate receivers (478) and 469 Achievers Class 1. Depending upon the number of completors in a particular U.S.O.E. major, the sample size for the major varied from 20% to 100%. The larger the number of completors, the smaller the sample percentage. However, the larger the number of completors in the population for a major, the larger the actual number from that major included in the survey.

## RESPONSE RATE

The 947 questionnaires were mailed during the first week of December 1977. The questionnaires addressed to A.A. degree and Certificate receivers were printed on yellow colored paper, while those for Achievers were printed on white paper. Five days after the initial mailing, a reminder postcard was sent to the entire sample (see Appendix A). A total of 374 questionnaires were returned for a response rate of 45%, correcting for undeliverable questionnaires.

## RESULTS AND DISCUSSION

The responses to the questionnaire items, grouped by male, female, and total, are presented in Table 1. The percentage of former vocational students reporting they were currently employed was 86.9%. Of those employed, 13.8% were working part-time (less than 30 hours per week). The great majority (75.5%) of those not employed were not seeking work. Thus, only 3.2% of the former vocational students were unemployed.

In response to "Did the coursework help you obtain this job or advance on the job?" 42.6% of the male respondents answered yes, while 75.6% of the female respondents checked yes. On a related item, 84.9% of the females employed full-time indicated their job duties and skills were closely related to the coursework they completed, compared to 66.7% of the males. For part-time workers, the association between their jobs and coursework was lower; 18.7% of males and 69.0% of females indicated a close relationship between coursework and employment duties. Slightly more males (89.3%) are employed full-time than females (83.4%), and fewer males are seeking a job.

The percentage of non-returning vocational respondents that were attending another college was 27.4. A larger percentage of males (36.6%) than females (19.5%) were

attending college. In response to "How well did Cerritos prepare you for your continuing education?" the transfer students answered: "Very well" 54.6%, "Average" 43.3%, and "Poor" 2.1%.

The large majority of former students not currently attending college did plan to return to college (74.5%). Of those planning to return to college, 68.5% indicated it would be to Cerritos College. This means that 32.8% of the former students plan to return to Cerritos College.

Apparently more women than men get a job or advance on their previous job because of the vocational coursework they completed at Cerritos College. This conclusion is also supported by the strong relationship between coursework and job duties and skills for women. One possible explanation for this difference is that a male might be more likely to take a vocational class (e.g., electronics, woodworking, auto repair, etc.) for personal enrichment. Also, nearly twice the percentage of males, as compared to females, were currently attending college. This might mean that a higher proportion of males had not completed their education for career entrance. Thus, more males may not have entered the job market in their chosen field.

## COMPARISON TO PREVIOUS SAM FOLLOW-UPS

One of the major reasons for conducting follow-up studies is to be able to note changes in employment success of former students. Employment success is inferred from the percentage of students who obtain jobs closely related to their vocational coursework, advance on a previously held job, and how relevant the coursework is to the skills and knowledge needed on the job. Another measure of success is that students leave the program enthusiastic about continuing their college education. In particular, it is assumed that former students planning to return to Cerritos College are students who had a positive experience at the college.

Table 2 presents a comparison of non-returning vocational students for the years 1974 - 1975, 1975 - 1976, and 1976 - 1977. The groups compared are comprised of A.A. degree receivers, Certificate receivers, and Achievers Class 1. A trend for increasing success of vocational program completors is evidenced by the increasing percentage of former students employed full-time. There is a corresponding decrease in the percentages of part-time employees and those seeking employment. This trend is also supported by the larger percentage of respondents employed in a job that is closely related to their vocational coursework. The trend for increased full-time employment has paralleled a decrease in unemployment rate throughout the state of California. Therefore, it is not possible to determine what portion of the trend is due to instructional improvements and what portion is due to changing economic conditions.

There is some indication that vocational instruction has improved. The percentage of former students rating their coursework as preparing them adequately for required job skills has increased. Importantly, the percentage of respondents rating their preparation as poor has decreased over 10% from 14.5% in 1974 - 1975 to 4.2% in 1976 - 1977. Again, a clear interpretation of this data is impossible because the respondents are also getting jobs more relevant to their vocational coursework. They would be better prepared for these jobs even if instructional quality has remained constant.

A second trend is that more former students indicated they were planning to return to college. The percentage increased over 13% in two years. The percentage of these students citing a return to Cerritos College is down 3.2% from the previous year. It is not possible to isolate which proportion of students might be planning to transfer to a four year institution.

## SELECTED RESPONDENT COMMENTS

Written comments of the former vocational students (1976 - 1977) were reviewed by the Office of Institutional Research. Table 3 presents selected comments, displayed by U.S.O.E. vocational category. Comments selected were those that offered "constructive" statements that might be useful to decision makers. The comments in Table 3 are direct quotations from the questionnaires. A complete listing of all comments is on file in the Office of Institutional Research.

## CONCLUSION

The respondents to the current follow-up study seem to be satisfied with both the adequacy of their Cerritos College vocational coursework in preparing them with necessary job skills and in preparing them for college transfer. A large number of suggestions for program improvement are presented in the comments section of this report. These comments should be looked at closely by the Cerritos College vocational faculty to see which comments have validity and can be implemented by the college.

The mail survey methodology used in this study yielded a sizable increase in responses compared to previous years' efforts. The respondents' comments also seem to be more specific about suggested improvements. Use of a mail survey is effective for some vocational majors but not others. Possibly, customizing a questionnaire for each major area would improve response rates. Also, telephone interviews may be necessary in the majors with the lowest mail response rates.

The need for annual follow-up of all former vocational students seems questionable. Table 2 presents a relatively stable set of responses over a three year period. It is also doubtful if a college could or should respond to annual fluctuations.

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Table 1. Responses to Student Accountability Model (SAM)
Non-returning Vocational Students Questionnaire
(1976 - 1977)

Q1. What is your sex?

| | Number | Percent |
|---|---|---|
| Male | 173 | 46% |
| Female | 201 | 54% |
| Total | 374 | 100% |

Q2. Are you now employed?

| | Male (N=173) | Female (N=201) | Total (N=374) |
|---|---|---|---|
| Yes | 86.7% | 87.1% | 86.9% |
| No | 13.3% | 12.9% | 13.1% |

Q3. If not employed, are you looking for employment?

| | Male (N= 23) | Female (N= 26) | Total (N= 49) |
|---|---|---|---|
| Yes | 21.7% | 26.9% | 24.5% |
| No | 78.3% | 73.1% | 75.5% |

Q4. If employed, did the coursework help you obtain this job or advance on the job?

| | Male (N=148) | Female (N=172) | Total (N=320) |
|---|---|---|---|
| Yes | 42.6% | 75.6% | 60.3% |
| No | 57.4% | 24.4% | 39.7% |

Q5. If you have a job, are you employed 30 or more hours per week?

| | Male (N=150) | Female (N=175) | Total (N=325) |
|---|---|---|---|
| Yes | 89.3% | 83.4% | 86.2% |
| No | 10.7% | 16.6% | 13.8% |

Table 1 (continued)

Q6. If employed, are the duties and skills you use on your job closely related to the coursework you completed?

| Employed 30 hours per week or more | Male (N=132) | Female (N=146) | Total (N=280) |
|---|---|---|---|
| Yes | 66.7% | 84.9% | 76.3% |
| No | 33.3% | 15.1% | 23.7% |

| Employed less than 30 hours per week | Male (N= 16) | Female (N= 29) | Total (N= 45) |
|---|---|---|---|
| Yes | 18.7% | 69.0% | 51.1% |
| No | 81.3% | 31.0% | 48.9% |

Q7. If employed, how well did the coursework prepare you for the skills and knowledge needed on your job?

| Employed 30 hours per week or more | | Male (N= 79) | Female (N=115) | Total (N=194) |
|---|---|---|---|---|
| Poorly = | 1 | 0% | 0% | 0% |
| | 2 | 7.6% | 1.7% | 4.1% |
| | 3 | 24.1% | 21.7% | 22.7% |
| | 4 | 40.5% | 37.4% | 38.7% |
| Very well = | 5 | 27.8% | 39.1% | 34.5% |

| Employed less than 30 hours per week | | Male (N= 3) | Female (N= 18) | Total (N= 21) |
|---|---|---|---|---|
| Poor = | 1 | 0% | 0% | 0% |
| | 2 | 0% | 5.6% | 4.8% |
| | 3 | 33.3% | 27.8% | 28.6% |
| | 4 | 33.3% | 44.4% | 42.9% |
| Very well = | 5 | 33.3% | 22.2% | 23.8% |

Q8. Are you now attending college?

| | Male (N=172) | Female (N=200) | Total (N=372) |
|---|---|---|---|
| Yes | 36.6% | 19.5% | 27.4% |
| No | 63.4% | 80.5% | 72.6% |

Table 1 (continued)

Q9. If not attending college, are you planning to return to college?

| | Male (N=103) | Female (N=152) | Total (N=255) |
|---|---|---|---|
| Yes | 73.8% | 75.0% | 74.5% |
| No | 26.2% | 25.0% | 25.5% |

Q10. If "yes" to Question 9, are you planning to return to Cerritos College?

| | Male (N= 75) | Female (N=103) | Total (N=178) |
|---|---|---|---|
| Yes | 69.3% | 68.0% | 68.5% |
| No | 30.7% | 32.0% | 31.5% |

Q11. If you are attending college, in general, how well did Cerritos prepare you for your continuing education?

| | Male (N= 60) | Female (N= 37) | Total (N= 97) |
|---|---|---|---|
| Very well | 55.0% | 54.1% | 54.6% |
| Average | 43.3% | 43.2% | 43.3% |
| Poor | 1.7% | 2.7% | 2.1% |

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Table 2. Three Year Comparison of Non-returning Vocaticnal Students Classified as A.A. Graduates, Certificates, and Achievers Class 1.

| Item | 1974 - 1975 | 1975 - 1976 | 1976 - 1977 |
|---|---|---|---|
| 1. Employed full-time | 70.2% | 71.3% | 74.9% |
| 2. Employed part-time | 14.0% | 12.0% | 12.0% |
| 3. Not employed, seeking work | 5.0% | 5.1% | 3.2% |
| 4. Vocational coursework helped in getting job or advancing | 57.9% | 52.9% | 60.3% |
| 5. Job skills are closely related to vocational coursework | 61.2% | 62.7% | 74.6% |
| 6. How well did coursework prepare for skills/knowledge required on the job | | | |
| a. Very well | 40.4% | N/A | 33.5% |
| b. Average | 45.1% | N/A | 62.3% |
| c. Poorly | 14.5% | N/A | 4.2% |
| 7. Currently attending college. | 29.8% | 25.5% | 27.4% |
| 8. Planning to return to college | 49.3% | 46.1% | 51.1% |
| 9. Planning to return to Cerritos College | N/A | 31.3% | 32.8% |

Table 3. 1976 - 1977 Selected Respondent Comments

SELECTED VOCATIONAL COMMENTS

ACCOUNTING

1. I have had to take several classes over again that I completed at Cerritos. In doing this I found that all my accounting teachers at Cerritos were much better than my present instructors. (Transfer student)

APPRENTICESHIP - IRON WORKERS

1. More material should be covered on actual field working:
   A. Placing sheets
   B. Acting foreman
   C. Actually laying out a job - 1. Where and how to start a job

2. Should have been covered better: "Chockers, Blocks & Tackles."

ARCHITECTURAL TECHNOLOGY

1. Should have been covered better: "Perspective drawing - Architectural rendering."

AUTOMOTIVE - BODY AND FENDER

1. More time should be spent on actual explanation of repairs & not so much time spent on frame damage.

2. More grinders, more guns, more paint baths, more space facilities.

BUSINESS AND COMMERCE, GENERAL

1. Should have been covered better: "Management of a <u>small</u> business. (Mom 'n Pop)

BUSINESS WORK EXPERIENCE EDUCATION

1. I plan on majoring in Legal Assisting at Cerritos. I feel Cerritos should have a more in depth study course for Legal Assisting. For example the Family Law course is for the beginner. That should be followed by a second course which would involve more difficult family law cases. The same should be applied to Probate, Civil Litigation, etc.

CARPENTRY

1. The construction classes had very little to work with. We were more like a maintenance crew than a class. More money should definitely be allocated to these classes, as construction is one of the biggest industries in the country. If the classes could actually build a house it would be great.

Table 3 (continued)

DATA PROCESSING

1. The experience with using the equipment really helped my understanding the work. The practical application was helpful in learning to apply the theory.

2. Too much concentration on general studies (history, english, etc.). College should be to prepare people for work & creativity. With 12 years of reading, writing and arithmetic, I see no need for general studies in college.

3. In key punching - better machine instructions. I also recommend that key punch operator students should be taught in IBM # 129 & 3742.

DENTAL ASSISTANT

1. Internship classes should be longer because you learn more by working with the student & doctor. Some classes tend to drag. All the lab carvings I have never used.

2. Should have been covered better: "Orthodontics, Front office work."

3. Should have been covered better: "Fitting braces on patients, tieing ligatures, mixing cements, reading X-rays."

DENTAL HYGIENE

1. I think Cerritos College should be proud of its Dental Hygiene Curriculum. I encounter nothing but high praise and high expectations from professional people in dentistry & public health field. It was very rewarding to be so well prepared to take the National & State Boards. (Cerritos placing so high an average nationally. Thanks.)

2. Should have been covered better: "More about how & where to get malpractice insurance, continuing education units - is there a grace period?"

3. Should have been covered better: "(1) Less stress on grades & more on pass or fail classes. (2) Better working relationship with UCLA School of Dentistry."

DRAFTING TECHNOLOGY

1. Should have been covered better: "Sectional Views (1) Blown up or detail section. Also, update your drafting machines with better accuracy."

2. We need to have Leroy lettering covered in the course.

3. I have been working at design & drafting of mechanical electro/mechanical & electronic for over 15 years and took the course to help round out my drawing capabilities. Also feel that a more advanced course should be offered as a follow thru for a person who would get more than basics. An added note, in relation to drafting in general a class should be offered in True Position Dimensioning and Tolerancing ref ANSI 414.5. This concept is now being used in industry so I would like to see high schools and colleges prepare people as it is going to be an industry requirement.

Table 3 (continued)

DRAFTING TECHNOLOGY (continued)

4. Cerritos General Metals course should parellel closely to the General Metals courses on the State college level. The courses I was enrolled in did little to help me in my course work at CSULB.

5. Should have been covered better: "More perspective drawing. The class just brushed on it. Had too much isometric, little dimetric, no perspective."

EDUCATIONAL ASSISTANT

1. Should have been covered better: "A course on Child Discipline would be helpful."

   The education I received at Cerritos was by far better than what I'm getting now. My A.A. degree has helped 100% in the recent jobs I've had since graduation.

ELECTRONIC TECHNOLOGY

1. Seems to be a lack of liason between counsellors and employers. Constant feedback from employers is necessary, and invitations to visit industrial plants would help. Guest speakers from various industries giving lectures. In short, anything which would help the student relate his college studies to the practical aspects of earning a living. Especially the student who is trying to break into a new field for him.

2. Should have been covered better: "Transitor logic gates."

3. Courses were basically good though much of the technology is out-dated. I feel some of the more advanced classes should consist of some kind of kits or projects which the students would look forward to and enjoy building for a grade in the class. This system of learning would be fun and it would make more sense to the student if he could actually see what different circuits do for the overall end product of the system. It could be anything from a small TV to a digital volt meter.

4. Should have been covered better: "Possibly more advanced courses in digital circuits - A course in basic trouble shooting techniques."

FOOD SCIENCE AND TECHNOLOGY

1. Should have been covered better: "GMP's could have been emphasized more."

   Course was not well structured; text was not mandatory so that preparation or review was difficult and few questions were asked in class. Time was not well utilized.

FOOD SERVICE TECHNOLOGY

1. More interest on part of instructors in teaching, equipment better maintained, the program should be subsidized by the college to provide a wider variety of foods to work with. Some instructors are not qualified to teach this course, information given is sometimes less than you would receive by reading a text-book. There is too much friction among staff to allow teaching to be creative, as food must be. Instructor should have more time to instruct, teach about foods instead of just oversee the cooking of the food for the cafeteria.

Table 3 (continued)

LABOR AND INDUSTRIAL RELATIONS

1. Should have been covered better: "How it works Labor - Management 50/50. Up to date problems & how labor & management go about solving them. Wage & benefits negotiations. How to be self employed and run a small management company."

2. Should have been covered better: "Attend a labor relation (NLRB) hearing & discuss aspects in class. Visit lectures by experts in field of labor relations. Visit to local companies."

   Cerritos College is overpopulated in evening classes due to great number of non-job related cultural & home-making courses. This competition forces the students who must attend evening classes for job related courses to attend satellite campuses scattered at inconvenient locations - sometimes limiting the number of units taken each term. Elimination of "fringe" classes. Concentration on job related courses will provide the basic need of the community.

LAW ENFORCEMENT

1. Should have been covered better: "More on the daily routine of a Pol/Ofcr Police working with the average citizen."

2. Should have been covered better: "Oral interviews & preparation for them related to obtaining a job. Also, exactly what job opportunities are available & when."

3. Should have been covered better: "More fingerprint instruction needed, maybe an advanced class."

   I felt more emphasis should be placed on some investigation type of classes. A lot of time was spent for patrol classes but none for investigations.

MECHANICS

1. Should have been covered better: "Diesel mechanics, Heavy duty equipment mechanics, Heavy duty equipment hydraulics, Frames & alignment."

   In the past, while I attended Cerritos, the Automotive and Autobody Departments were inadequately supplied with tools, equipment, and space. It really pleases me to see that Cerritos is finally investing in a great Automotive Complex. I personally feel that the college should stress more time and money in the Vocational Fields rather than Academic and Extra Curricular Activities (Sports). The majority of students (day & night) are in Vocational Fields or plan to go into a Vocational Training Program. It would please me to see Cerritos College Vocational Programs similar to those at Don Bosco Technical Institute and other technical training centers.

2. A student should have the right to repeat a class, for the purpose of refreshing his memory.

Table 3 (continued)

MEDICAL ASSISTANT

1. Should have been covered better: "The Medical Insurance class could have helped more. There are so many types of insurance - when I started working I still didn't understand alot."

   The majority of the M.A. classes well prepared me for my job. As noted above, I feel the insurance class should be improved. The book I used "Insurance Billing in Medical Practice" isn't the best. It's hard to find answers in and is quite confusing in parts.

2. Should have been covered better: "Maybe at least in one of the classes we could have acted as patients and medical assistants for the whole class time - like acted it out as though I was in a real office situation."

3. I feel it is unfair to offer a required class at only one time during a semester. The only reason I do not have my A.A. degree is because Sec. 23 was not offered at night which is the only time I can attend.

METALWORKING

1. Should have been covered better: "Going into much more detail with tooling and mechanical problems and being able to recognize what problem has developed."

   I suggest you start a new program in machine tool repair. It would take much theory and shop experience. It is a field industry needs. This is the field I went into.

METALLURGICAL

1. Students should be <u>advised</u> as to what classes are directly transferrable.

2. Topics covered well. Field trips realistic and practical in exposure. Another photo-micrograph machine is needed. A good balance in field trips, lab and theory. But as former student in Met 38 (Non Destructive Test) practical application, use of machines, etc. was lacking <u>very</u> much.

NURSING

1. If possible a separate class on team leading would be invaluable. Pharmacology needs are greater than offered.

2. Should have been covered better: "More team leading and how to handle specific problems."

3. Should have been covered better: "More operating room preparation - this is the field I'm in and was not prepared adequately."

4. More team leading information on dealing with people working under you. i.e. assertiveness.

5. Program gave basic knowledge but not enough practical application in field. Should have a college lab class that allows you to go thru, handle equipment, etc., of a nursing procedure before procedure is performed with patient.

Table 3 (continued)

NURSING (continued)

6. Should have been covered better: "Team leading and taking off orders. Mixing IV's."

   My most difficult problem starting out new was what to do with lab slips and how to find the information I needed about what had been done as far as lab work, Xrays, etc.

7. Should have been covered better: "More time working with specific hospital equipment. More on specific lab tests: prep, procedure, what they show."

8. Should have been covered better: "As a RN leadership is a major part of the job, however, this was not incorporated into the program."

9. Need better and more <u>current</u> instructional media, films, etc.

10. Still too much theory in school. We never did in Lab the things I do as a staff nurse. I learned on the job. The school credential opened the door for me to be hired to learn the job.
    Nursing needs to increase Lab hours and reduce classroom hours. Studying disease entities and memorizing signs & symptoms does little to prepare you to function in a hospital. Nursing is something you have to learn by doing. You must be taught by nurses, not ex-nurses. The theory you pick up naturally as you are driven to your text books to supplement your knowledge and to enable you to do your job effectively. I learned more the first 4 weeks on the job than in all my 2 years of nursing school. I would be so bold as to say all my lecture classes were a complete and total waste of time. Sorry.

OPHTHALMIC

1. Thank you for sending me the survey. The suggestion I have is that your current program be expanded to include at least another semester of study preferably practical lab experience. I would like to see you offer a two year certificate in the field of optics as does L.A.C.C. It is my experience that many students who attend L.A.C.C. would attend Cerritos if it had the program. If you cannot expand the program to 4 semesters at least two one being practical experience.

2. Should have been covered better: "It was well covered - equipment used was not current!"

   Because we have an optical lab in the family, I had taken the course to acquaint myself with the field - found it very well presented - would have liked to have had <u>more</u> practical working knowledge - there is a need also for up to date equipment.

PERSONAL SERVICES - COSMETOLOGY

1. Teachers in this course should be screened. The evaluation cards we filled out seem to do no good. Too many students drop out because of un-needed pressure from teachers in the Jr. Sr. class. 15 pages of complaints were turned in. You loose too many students because of just two teachers. You waste alot of money on those teacher evaluation cards the students fill out. Thank you for your time.

Table 3 (continued)

PERSONAL SERVICES - COSMOTOLOGY (continued)

2. Should have been covered better: "More emphasis on chemical action and reaction as related to cosmetics."

PERSONNEL MANAGEMENT

1. I feel that every business course should require at least two oral reports. This would prepare students for the business world and for major universities." (Transfer student)

PRACTICAL (VOCATIONAL) NURSING

1. Should have been covered better: "Team leading. Passing team medications."

   1) Course is very "crammed" and moves very fast.
   2) A & P should be required prior to acceptance to course.
   3) Instructors in this program are very well qualified and skilled. I learned alot from them.
   4) Time required in the Lab should be reduced.
   5) The assignment of "care studies" should be revised.

2. Should have been covered better: "The administration of medications should have been practiced more, also, the paperwork, lab slips etc. could have been expounded upon more."

   I think the legal functions of the L.V.N. should be defined more clearly, what an L.V.N. can and cannot do legally as to procedures in nursing as defined by State Board Examiners.

3. Should have been covered better: "Cover nutrition more thoroughly. More theory on basis of L.V. therapy."

4. As a LVN I work in a doctor's office. The LVN Program, the clinical was all in acute hospitals. Need some office work experience.

5. Should have been covered better: "Doctor office procedures."

PRE-ELEMENTARY ED. (PRE-SCHOOL)

1. In transfer courses they should require the student to write term papers to prepare the student for the assignment at the State college level. (Transfer student)

REAL ESTATE

1. I took the real estate courses for personal benefit because I owned property which had to be sold because of changes in zoning. The courses on real estate finance, real estate taxation and exchanges and appraisal were excellent. They have proven invaluable in subsequent transactions.

Table 3 (continued)

REAL ESTATE (continued)

2. The class I took was Property Management. The first teacher we had was dismissed because of class complaints. The second knew his material well. But what he taught was not what I joined the class for. I wanted to learn how to rent to tennants, how to evict them, an owner's rights, etc. But all in all it was an interesting class. A poor text book!

3. Should have been covered better: "Finance - what questions should you ask the lendor - where to start with a loan - step by step with conventional - VA - FHA - I feel the class just skirted the high lights assuming prior knowledge and experience."

   I would like to see more detail in all the real estate courses as to basic Step 1, Step 2, etc. in questions asked by your customers in all areas. I feel the courses are very general info assuming the student already has the basics. There doesn't seem to be a class that is <u>not</u> geared to the students who have already had some prior experience in the field.

4. Should have been covered better: "Day to day escrow activity for example writing amendments."

   I already have a B.A. from the University of Illinois. I found most of my classes too simple, with too little demand put on the student. I would think that classes of this sort (no term papers, very simple tests, etc.) would be a very poor transition from high school to a university.

5. It seems the instructor's attitude was to cover too many things in too much detail to really learn the subject. Also, instructor was trying to impress students with his knowledge, rather than teach. Any questions asked would be put down abruptly.

6. The class I attended was Escrow Practices and was very comprehensive in that our instructor brought real world forms and documents to class and presented actual escrows for us to resolve. This whole field needs to be more standardized so that this can be accepted as a professional field.

7. Should have been covered better: "Learn how to fill out real estate forms completely (all of them)."

RETAIL TRADE - OTHER

1. Should have been covered better: "How to deal effectively in a management to union confrontation basis - As this has become a complex problem with management!"

   I feel that in the business world, many courses required for the A.A. are really not necessary and have no place. However, just to receive the A.A. instead of the certificate you must take these courses in history, etc. All a company looks at is your degree, and in running a department in the company, they or you, could care less about who was the third or fourth president of the United States - Therefore, the certificate curriculum for business should be all that is required for the A.A. degree!

2. I liked going to Cerritos but I think the semester should finish before, not after Christmas.

Table 3 (continued)

SECRETARIAL STUDIES

1. Should have been covered better: "More speed building in shorthand."

2. As for the typing classes. I feel some of them should not be mandatory. In high school I had taken all together around 4 years of different typing classes. When I came to Cerritos I was told I had to take more Typing classes even though I didn't need them. The same applied with Shorthand.

3. A program of theory should be laid out more thoroughly for night students; no real progress record of students is kept for progression on speed building - everyone seems to do their own program, no matter how poorly prepared they are they continue further advancement in speed.
The divisional head claims to be interested in her students progressing further in Court Reporting, but has no adequate program for students to progress solidly. I am now having to resort to attend a private school because the night program for court reporters is becoming impossible to achieve; one academic per semester and one speed building course the following semester. One could take as long as 5, 7 or 10 years to complete. I enjoyed attending Cerritos College but under present conditions cannot see any advantage for myself and other students I have known (who are also dicouraged but won't honestly state so) to continue their course of study. I feel the divisional head needs a more diversified program with help from other personnel who know more about preparing students for their CSR. She had resorted to teaching most academics and speed building classes at night; one teacher can really be detrimental for all courses - one needs a variety of teachers with new ideas and real interest besides stating verbally how really great the night program is. I hope conditions will not continue to stay the way it is so students won't continue to drop out.

TRANSPORTATION AND PUBLIC UTILITY

1. Courses were beneficial and not misleading in entering a field of high competition (Airline Services).
Airline Services is an alternate job objective. Skills of interviewing and personal appearance were extremely beneficial in obtaining present employment which does deal with the public but is not connected with the transportation area.

# APPENDIX A

# SURVEY INSTRUMENTS

# Cerritos College

11110 East Alondra Boulevard, Norwalk, California 90650 (213) 860-2451
Serving Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada, Norwalk

December 1977

Dear Graduates and Certificate Receivers, 1976-1977:

Did you know that only 4% of nearly 18,000 noncontinuing Cerritos College students earned their A.A. degrees or certificates last year? Because you are among this 4%, you are in a very special position to help the college determine how adequate our programs have been in terms of the skills and knowledge needed on your job or in your continuing education.

Enclosed is a brief questionnaire and stamped return envelope. It will only take about five minutes to complete, but the data you provide will be important to revising our classes and programs. For example, this information determines allocation of funds; is used to advise entering students of employment opportunities; and tells instructors what topics, equipment, and techniques should be added or covered better in their classes. This is vital in making our classes relevant to the realities of the job market and the requirements of other institutions.

The questionnaire is anonymous; do <u>not</u> put your name on it. If you have any questions, please feel free to call our Research Office, at Extension 525.

Thank you,

Richard Whiteman
Dean of Vocational Education

P.S. It is important that everyone return this survey by December 23, 1977 so that reporting deadlines can be met.

RW/jr

Cerritos Community College District Board of Trustees: Louis Banas, Jr., President; Leslie S. Nottingham, Vice-President; Chuck Fuentes, Secretary; Merl T. Doty, Louise Hastings, Katie Nordbak, Harold T. Tredway, Members; Dr. Wilford Michael, President/Superintendent

# Cerritos College

11110 East Alondra Boulevard, Norwalk, California 90650 (213) 860-2451
Serving Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada, Norwalk

December 1977

Dear former student:

Our records show that last academic year you completed an advanced technical or vocational class. One of our most important sources of information for planning and improving our classes is feedback from former students like yourself. Our goal is to continually update courses so they meet the interests and needs of students, employers, and the community.

The enclosed questionnaire will only take 5 - 10 minutes of your time to complete, but the information you provide will be used in many important ways. The uses include counseling new students in your vocational field, informing instructors of what topics and equipment need to be covered better in class, and to meet State and Federal reporting requirements which affect the funding of our programs.

To meet our reporting deadlines, we request that you return the form by December 23, 1977. A stamped return envelope has been provided. The survey responses are to be anonymous; please do not put your name on the form.

Thank you,

Richard Whiteman

Richard Whiteman
Dean of Vocational Education

RW/jr

Cerritos Community College District Board of Trustees: Louis Banas, Jr., President; Leslie S. Nottingham, Vice-President; Chuck Fuentes, Secretary; Merl T. Doty, Louise Hastings, Katie Nordbak, Harold T. Tredway, Members; Dr. Wilford Michael, President/Superintendent

Dear Graduate or Certificate Receiver 1976-1977:

Recently I mailed you a questionnaire that is vital to our program improvement efforts and Federal reporting requirements of Cerritos College. If you have already returned the form, consider this card a thank you for your help.

If you have not done so, may I ask that you complete and return the form now? The success of this project depends on everyone returning the questionnaire.

Thank you,

Richard Whiteman
Dean of Vocational Education

Dear former student:

Recently I mailed you a questionnaire that is vital to our program improvement efforts and Federal reporting requirements of Cerritos College. If you have already returned the form, consider this card a thank you for your help.

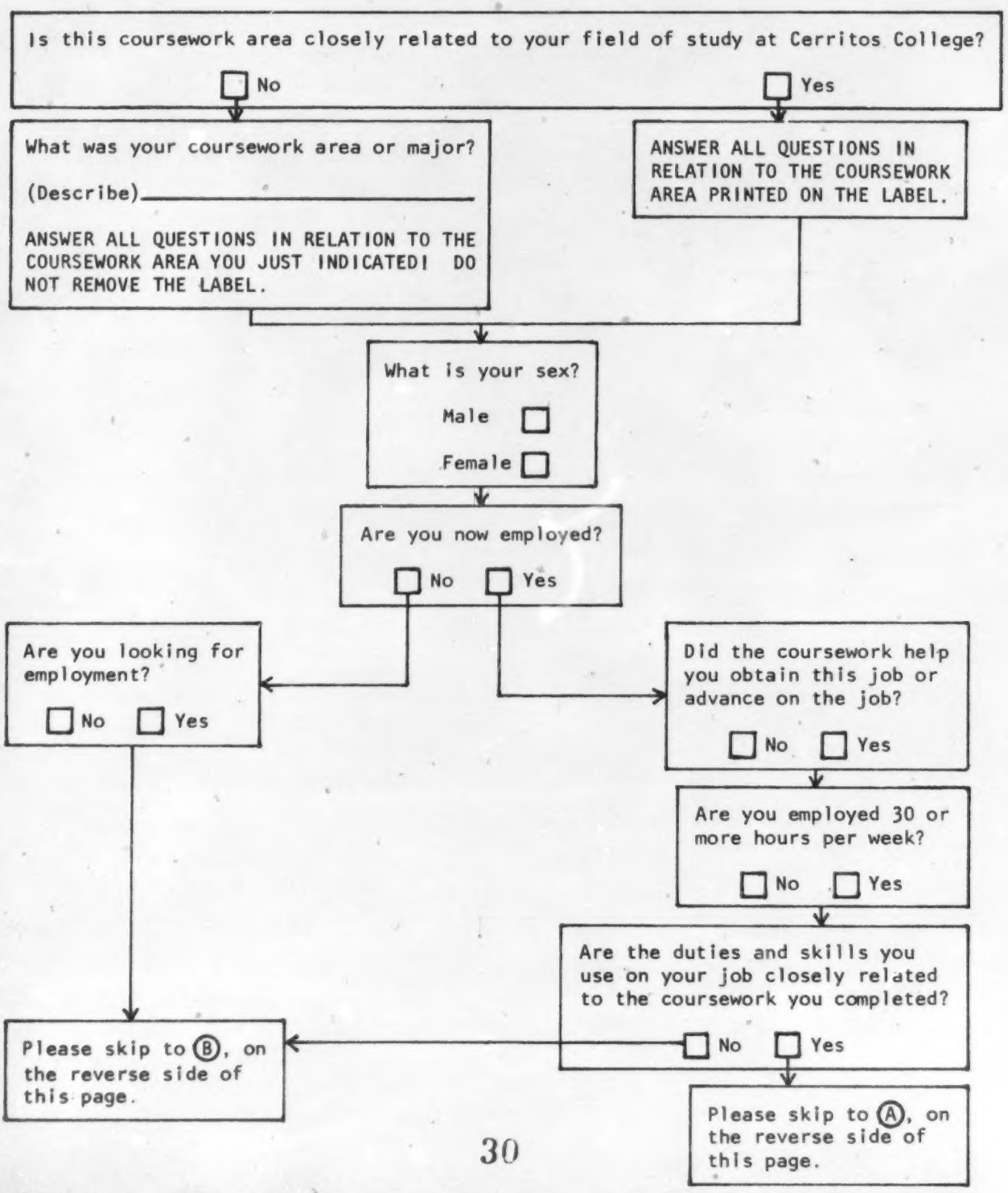
If you have not done so, may I ask that you complete and return the form now? The success of this project depends on everyone returning the questionnaire.

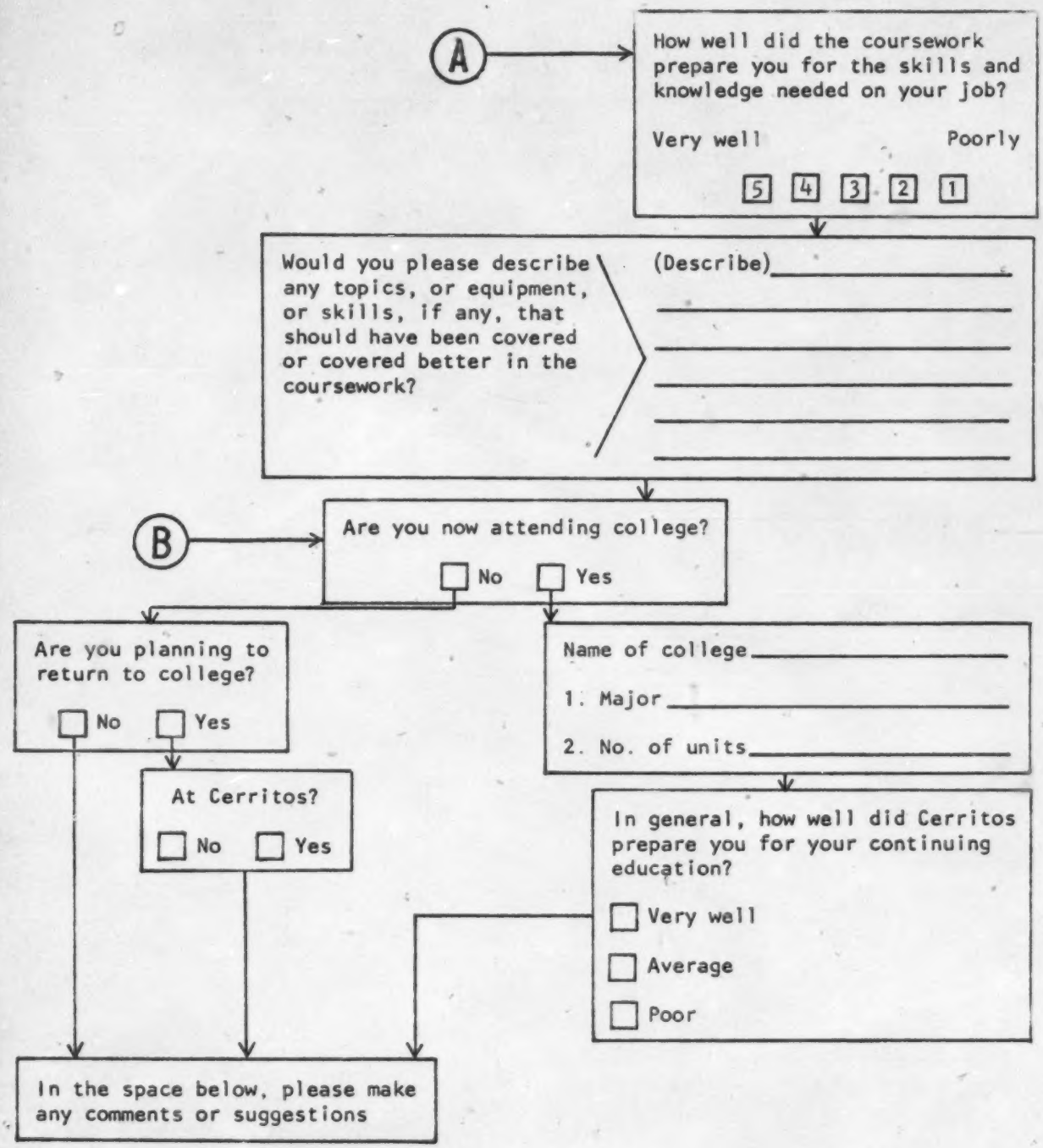
Thank you,

Richard Whiteman
Dean of Vocational Education

Figure 1. Examples of the reminder postcards sent to Graduates and Certificate Receivers (top) and to Achievers (bottom).

For the purpose of this survey, you have been assigned to a "coursework" area based upon the vocational classes you completed during 1976-1977. Your coursework area is listed on the label below.


Is this coursework area closely related to your field of study at Cerritos College?
No
Yes
What was your coursework area or major?
(Describe)_____
ANSWER ALL QUESTIONS IN RELATION TO THE COURSEWORK AREA YOU JUST INDICATED! DO NOT REMOVE THE LABEL.
ANSWER ALL QUESTIONS IN RELATION TO THE COURSEWORK AREA PRINTED ON THE LABEL.
What is your sex?
Male
Female
Are you now employed?
No
Yes
Are you looking for employment?
No
Yes
Did the coursework help you obtain this job or advance on the job?
No
Yes
Are you employed 30 or more hours per week?
No
Yes
Are the duties and skills you use on your job closely related to the coursework you completed?
No
Yes
Please skip to (B), on the reverse side of this page.
Please skip to (A), on the reverse side of this page.


A
How well did the coursework prepare you for the skills and knowledge needed on your job?
Very well
Poorly
5 4 3 2 1
Would you please describe any topics, or equipment, or skills, if any, that should have been covered or covered better in the coursework?
(Describe)
B
Are you now attending college?
No
Yes
Are you planning to return to college?
No
Yes
At Cerritos?
No
Yes
Name of college
1. Major
2. No. of units
In general, how well did Cerritos prepare you for your continuing education?
Very well
Average
Poor
In the space below, please make any comments or suggestions

THANK YOU!